DOCUMENT RESUME

ED 224 744 SO 014 405

AUTHOR Schipper, Stuart P.
TITLE Oral History: An Effective Means to Enhance Education in the Elementary Classroom.
PUB DATE Dec 82
NOTE 45p.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS American Indians; Annotated Bibliographies; Educational Objectives; Educational Research; Elementary Education; Ethnic Studies; Instructional Materials; Learning Activities; Learning Motivation; *Oral History; Student Motivation; Student Projects; *Teaching Methods; United States History
IDENTIFIERS Depression (Economic 1929); United States (West)

ABSTRACT

Over 50 publications consisting of research papers, journal articles, books, and instructional materials dealing with oral history projects at the elementary school level are listed in this annotated bibliography. The citations are grouped into four categories: growth in cognitive and affective domains, organization format and aids, types of projects, and oral history materials on various subjects. Works listed focus on the topics of cultural journalism, interviewing techniques, processing of information, and oral history clubs. The section which lists available instructional materials covers the old west, the Depression, Indian life, and ethnic groups. Projects cited include plays, multimedia, photo displays, and open houses. A summary discussion about the materials presented suggests that oral history should be used in many subject areas to help students experience significant cognitive growth and positive relationships in behavior, outlook, and class attendance. All citations are listed a second time in alphabetical order by author. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED224744

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Stuart P. Schipper
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ORAL HISTORY: AN EFFECTIVE MEANS TO ENHANCE EDUCATION IN THE ELEMENTARY CLASSROOM

BY

STUART P. SCHIPPER

Graduate Student

Study Directed

by

Charles R. DuVall, Ph.D.

Submitted in partial fulfillment of the requirements
for the course E591 ---Exit Project
Indiana University at South Bend
December, 1982

SP014105

COPYRIGHT, NØVEMBER, 1982

STUART P. SCHIPPER

TABLE OF CONTENTS

	PAGE
INTRODUCTION	1
Factors to be Considered	3
Statement of the Problem	5
Purpose of the Study	5
Organization of the Study	5
Limitations of the Study	6
Glossary	7
ANNOTATIONS	8
Growth in Cognitive and Affective Domains	8
Attributed Growth	8
Research	11
Organizational Format and Aids - General	12
Cultural Journalism	15
Interviewing Techniques	16
Processing of Information	17
Organizational Problems	18
Types of Projects	19
Oral History Clubs	20
Oral History Materials on Various Subjects	21
The Old West	22
The Depression	23
Indian Life	24
Ethnic Groups	25
Beginnings of Oral History	28
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	29
Summary	29
Conclusions	32
Reccomendations	34
BIBLIOGRAPHY	35

INTRODUCTION

Teachers have long been interested in cognitive - affective growth of students. They have tried various methods of increasing growth in these realms. One method tried has been oral history.

In the late 1940's, historians began to use a new method to gather history, this method was called oral history. Educators saw many benefits such as capturing the jargon of the past, revealing the personality of history, straightening out the inaccuracies of history, and others coming through the use of oral history (Safier 1978). These benefits were seen as being aids to educators and students in colleges, high schools, and junior high schools. Some benefits received by students were an increased ability to make decisions, more enthusiasm, better interviewing skills , and the ability to work with more media forms (Ede 1977).

Oral history projects have covered a wide range of topics and have been executed in many different ways. These have been a one -time project covering an individual topic and have been ongoing projects that have covered many topics, all of which have benefited the students involved (Mehaffy 1977).

One aspect of oral history that has been utilized a great deal at the upper levels is the cultural journalism project, or oral history magazine. This type of project develops skills such as editing, writing, photography, marketing, and advertising (Wigginton 1975).

Into the late 1960's and early 1970's, oral history projects were confined to junior high schools and up. In the early 1970's, educators

began to see benefits of its use at the elementary level. Elementary educators began using oral history as an educational tool in the classroom. Educators related many benefits that elementary students were receiving through the use of oral history and cultural journalism projects. These benefits included an increase in planning skills, an improvement in inter-personal relationships, and an increase in stimulation for learning (Allen 1978). The reasons given for these benefits were that oral history was not a passive educational tool; oral history was a proven educational tool at higher levels, and, being an active participation tool, it generated a great deal of interest within the students (Mehaffy 1977). Educators related comments from students that supported their use of oral history in elementary classrooms. Comments such as the following were shared:

> "This is important work and I was a part of it." "We are making a lasting contribution to our community." "We are participating in the preservation of history." These student comments point out the level of involvement and interest they have in their oral history project. (Machart 1979:479)

> The following are comments made by elementary students who participated in an oral history project at their school: "I had a fever, but I came to open house anyway." "When it was over I couldn't sleep, I was so excited." "I saw people there with big smiles on their faces and tears in their eyes." (Hirsch 1975: 60)

Oral history has been a tool used for over thirty years at many educational levels. This device has been credited with accomplishing many things for the studies of history, education, and students.

FACTORS TO BE CONSIDERED

Four main factors must be considered in a discussion of the use of oral history in elementary classrooms. The first area is the relationship between attributed growth in cognitive - affective realms and actual research relating to this. Secondly, the organization of oral history is a project with which one must deal. Thirdly, a look must be taken at the different types of projects that can be utilized. Lastly, it is important to deal with the materials that are available to aid educators involved in projects in the classroom.

The results of a study completed at a veterans' hospital showed that 63.6 percent of the residents reported warmer, more personal relationships with interviewers using oral history techniques, rather than other interviewing techniques. The interviewers showed a positive impact in their behavior, outlook, and class attendance (Lawerence 1979). Research has shown that students involved in activity-based and inquiry-centered programs of science at the elementary level have made considerable gains in knowledge and language skills (Rowe 1975:23). Although the evidence is equivocal, it would appear that indirect teacher behaviors are generally more conducive to pupil growth in the cognitive realm (Bennett 1976:22). Learning experiences were effective in helping students attain selected objectives when those objectives were stated clearly (Krathwohl et al. 1964:21). The development of cognitive behaviors has been linked to growth in the affective domain (Krathwohl et al. 1964:20). Though no direct relationship can be shown between research and the use of oral history in elementary

classrooms, an indirect connection can be made between teaching styles (indirect) and learning styles (activity-based and inquiry-centered). A connection can also be made across age levels from adults at the veterans' hospital to students in elementary classrooms. It is also possible to relate gains in cognitive areas to affective growth and to clearly stated objectives.

The need to be organized is more important than how a project is organized (Reynolds 1979). Organizational information is included in most articles and books dealing with oral history. Many different formats for project organization are given (Davis 1977, Thompson 1978).

Various types of oral history projects are available to elementary educators. Oral history clubs have been established and remain active at some schools (Cepek 1977). Cultural journalism projects on area history are offered in some schools (Wood 1975). A multitude of other ideas are available for use (Newton 1973, Sitton 1980, Leach 1973, Schofield 1976).

Many printed materials are available to assist educators in organization, selection, and execution of oral history projects. They consist of articles with sample lesson plans and learning centers (Soghikian 1976), pamphlets with guides to oral history collections (Handfield 1978), magazines dealing with oral history (Sitton 1979), and books that use oral history as the basis for stories (Terkel 1970). Most contain information that will be of use to elementary educators. (An indepth listing is contained in the annotations sections of this paper).

STATEMENT OF THE PROBLEM

Educators at the elementary level are interested in finding means of obtaining positive growth in the cognitive and affective domains. They have chosen to use oral history as one means to achieve this, though there has been no research completed showing oral history to be an effective means of enhancing education in the cognitive and affective domains. Educators will continue to use oral history until research shows it not to be a useful tool for learning.

PURPOSE OF THE STUDY

The purpose of this study was to identify and analyze factors that have led to the use of oral history projects in elementary schools. In addition it was significant to identify those areas of importance in the use of oral history projects. Lastly, listing of materials that would aid educators projects has been undertaken.

ORGANIZATION OF THE STUDY

A brief resume of oral history use in education and its relationship to the elementary school was examined in the first part of the study. Factors important to the use of oral history in elementary education were listed.

The remainder of the study was divided according to the four main areas to be considered in using oral history in elementary education:

relationship between attributed growth and actual research, organizational information, types of oral history projects, and materials to aid educators when doing a project.

The annotations are arranged in accordance with the following priorities:

--in each area, annotations are listed in order of importance.

--annotations are listed in an order corresponding to the order given in the section on factors to be considered.

--in the section on oral history materials, the annotations are grouped by topic areas.

LIMITATIONS OF THE STUDY

Materials selected for annotation were limited to their value for elementary educators. Relationships between growth in areas not directly related to oral history were difficult to make.

GLOSSARY

cultural journalism -- The gathering, writing, editing, or publishing of information concerning the life of a given people, usually in magazine or newspaper form. (Random House Dictionary 1978:223 & 490).

interview -- A meeting for obtaining information by questioning a person or persons. (Random House Dictionary 1978:475).

interviewee -- The person relating information in an interview. (Random House Dictionary 1978:475).

interviewer -- The person asking questions in an interview. (Random House Dictionary 1978:475).

oral history -- History gathered through oral communication, folklore, tradition, or other means not having a basis in writing. (Random House Dictionary 1978:631).

oral history clubs -- Organizations whose main purpose is the gathering of information concerning history through the oral communication of data. (Williams 1972).

ANNOTATIONS

GROWTH IN COGNITIVE AND AFFECTIVE DOMAINS

Attributed Growth

Mehaffy,George, and Sitton, Thad, "Oral History: A Strategy that Works," Social Education 41:378-81, May 1977.

This article gave practical guides for involving students in different types of oral history projects. Eleven different categories were listed, each containing many different activities. The authors included a bibliography of materials appropriate for elementary classrooms. Three reasons were listed for using oral history. First was that oral history was a proven tool which could work at many levels. Secondly, oral history was not a passive experience, but was an active experience for students. Lastly, oral history developed enthusiasm for learning. The authors emphasized the fact that oral history was a real activity that students could be involved in.

Ede, Lisa S., "Oral History: One Way Out of the Slough of Despond," College Composition and Communication 28:380-2, December, 1977.

Ede suggested many benefits for the classroom teacher, which would be gained through the use of oral history. She suggested that students would accur benefits such as an increased ability to manipulate words, more enthusiam for learning, better interviewing skills, and the capability to work more with different media forms. The author suggested that teacher benefits included a chance to see if composition skills had been learned, seeing a decline in the use of improper language, and more enjoyment reading student works.

Machart, Norman C., "Doing Oral History in the Elementary Grades," Social Education 43:479-80, October, 1979.

This article dealt with tne special needs of elementary educators planning to do oral history projects. Steps needed to organize a project were listed. The items listed dealt with elementary students and as such, were of great value. Machart included information on projects that had been completed. Student comments emphasized the fcllowing: "This is important work and I was a part of it." "We are making a lasting contribution to our community." "We are participating in the preservation of history." Machart went on to say that oral history can make history come alive for the students, produce an aura of high adventure, and involve students actively in social studies.

Hirsch, Ruth, and Lewinger, Miriam, "Oral History: The Family is the Curriculum," Teacher 93:60-2, November, 1975.

The following comments of students who participated in an oral history project at their elementary school were listed by the authors: "I came to open house even though I had a fever, because it meant so much to me." "I saw people with big smiles on their faces and tears in their eyes." When it was over I couldn't sleep, I was so excited." These were a few of the comments. These comments were prompted by a creative project related in this article. It consisted of students creating oral history reports based on their own families. These were later presented in an open house class period. The article included many ideas on how projects can be presented. This excellent article conveyed both ideas and excitement.

Allen, Rodney F., and Meyer, John R., Beyond Collecting Information: Oral History as Social Education, Educational Resource Information Center ED 162 930, November, 1978, 24pp.

In this paper which was presented to the annual meeting of the National Council for Social Studies, many statements were presented which support the use of oral history. Three main benefits were listed: historical knowledge is immediate and tangible; student interest will be stimulated; and planning skills and inter-personal relationshp skills will be improved. The authors stated that student ego will be enhanced by having the oppurtunity for social interaction.

Farrell, Edmund J., Oral Histories as Living Literature, Educational Resource Information Center ED 196 013, November, 1980, 12pp.

Farrell listed advantages which supported using oral history in the classroom. Included were readability, authenticity, intimacy, and varied presentations of life. Farrell stated that students also made gains of growth in interpretation of literature, editing abilities, and an increase in interviewing skills. This paper was presented to the 1980 annual meeting of the National Council of Teachers of English.

Morrissey, Charles T., "Oral History as a Classroom Tool," Social Education 32:546-9, October, 1968.

Morrissey reviewed an all day conference on oral history, held at the Vermont capitol. During the conference, educators listened to leaders in the field speak on the benefits derived from use of oral history . Listed were such benefits as work on interviewing skills, dealing with contrasting and divergent topics (this would cause the student to engage in critical thinking), editing, and word development - useage skills. Some educators present felt these skills could not be developed to a high degree in elementary students; therefore, did not recommend the use of oral history at that level.

Wigginton, Eliot, Moments: The Foxfire Experience, Institutional and Developmental Economic Affairs Service, Washington D.C., 1975, 144pp.

This booklet was written by the journalism teacher who initiated the Foxfire project. In it he listed the benefits he attributed to oral history projects of the Foxfire type. He saw students gaining many vocational skills such as editing, writing, photography, marketing, and advertising. Wiggnton said that students also gained an interdisciplinary attitude toward learning, an appreciation of visual arts, and literary communication skills. He stated that students gained self-confidence and learned to look beyond self. Wigginton included guides to projects which can be done.

Research

Lawerence, Janet H., and Lehman Esther, Oral History as a Motivating Factor Among Adult Learners, Educational Resource Information Center, 1979, 19pp.

This article surveyed the results of research from a veterans' hospital. This research looked for motivation in a class of adults using oral history to interview patients. The impact on both interviewers and patients was sought. Interviewers were trained so they would have the proper skills. They were then matched with patients and were to gather information about the patient. Results showed seven of thirteen interviewers had a positive relation in regard to class attendance, behavior, and outlook. Six of the interviewers showed no impact. The residents reported a 63.6% warmer, more personal relationship established with interviewers who used the oral history technique, rather than other techniques. Results showed that both groups benefited from the project.

ORGANIZATIONAL FORMAT AND AIDS

General Organization

Neuenschwander, John A., Oral History as a Teaching Approach, National Education Association, Was'ington D.C., 1976, 46pp.

This book contained practical information on organizing an oral history project for use in the classroom. Comments of teachers who have used oral history projects were included. The comments relate positive results in both the cognitive and affective domains. Chapter two presented some of the contribution that oral history made to the study of social studies. The author included many helpful forms to aid in organization. A comprehensive set of guidelines for interviewing was included. Information was presented on selection and use of tape-recording equipment. Sample question sheets were presented, as were cover sheets, tape-recording format sheets, and release forms.

Thompson, Paul, The Voice of the Past: Oral History, Oxford University Press, New York, 1978, 257pp.

Thompson's book was an indepth look at all the information needed to establish an oral history project in the elementary classroom. In his eight chapters the author included all needed information. Chapter one dealt with the importance of an area's history. Chapter two talked briefly of the history, important names, and early projects in this field. Chapter three dealt with some of the major successes in oral history. Reliability of information was the topic of chapter four. This chapter contained comparisons of information received through oral history to that received through other means. Student benefits were covered in chapter five. Chapter six discussed the interviewing process. Editing and storage of information were contained in chapter seven. Chapter eight talked about interpretation of data. Included, throughout were samples of projects for use as guides.

Handfield, Jerry, "History on Tape: A Guide to Oral History in Indiana," Indiana Historical Bureau, Indianapolis, Indiana, 1978.

This small pamphlet contained information which made it valid as a part of each teachers library. Information covered interviewing, videotaping, history, and general organizational data. The article contained a list of oral history tapes held by Indiana University and information on obtaining them. A listing of helpful publications was added to the pamphlet.

Douglass, Enid H., Oral History: Evaluation Guidelines, Oral History Association Incorporated, Lansing, Michigan, 1980, 14pp.

The Oral History Association put together this pamphlet which contains information on the association and its goals. A list of guidelines were included which will aid in project organization. Included were information on legal and ethical concerns, a tape and transcript editing guide and an interviewing guide. (Some of these guides are contained in the appendices.)

Henry, Raquel, "Oral History: A Strategy," Senior Scholastic Magazine volume 113 number 9, page 25, January 9, 1981.

Henry offered three strategies to follow in beginning an oral history project. First, the teacher must research the project before assigning it. Second, the teacher should have many types of ideas for carrying out the project. Third, examples of projects and worksheets for the student should be covered.. Included were a list of interviewing tips. Henry listed some benefits gained by students. Also listed were a better understanding of people, interviewing skill development, and making and testing different ideas.

Olson, Mary, and Hatcher, Barbara A., "Cultural Journalism: A Bridge to the Past," Education Digest 47:46-8, May, 1982.

This article was devoted to skill building by students for oral history projects. Sections on interviewing skills, listening skills, evaluation of information, editing, and writing skills were given. Samples of each were listed to quide educators toward organization. Eighteen administrative steps, that will lead to a well organized project, were stated.

Davis, Cullom, et al., Oral History: From Tape to Type, American Library Association, Chicago, Illinois, 1977, 141pp.

Organizational strategy was the main item in this in-depth book. The authors divided the book into three main areas. Section one covered interviewing and included sample questions. Section two dealt with organization and processing of gathered information. Section three concerned different means of displaying the end result. A glossary of terms used in oral history closed out the book.

Keppler, Herbert, "How to Create an Oral History of Your Family," High Fidelity 22:45-9, August, 1972.

This short article included all of the practical information required to accomplish an oral history project about one's family. The information listed was designed to be duplicated for student use. Use of a tape-recorder, choice of interviewees, and additional information was recorded in this article.

Harris, James E., "Speaking of Oral History: Oral History in the Classroom," Learning 7:72-4, October, 1978.

The author gave some examples of projects he had completed. These examples could serve as guides for students. A detailed set of guidelines for beginning and completing a project were listed. Harris dealt with the many different types of information which can be gathered.

Cultural Journalism

Wood, Pamela, You and Aunt Arie: A Guide to Cultural Journalism Based on "Foxfire" and its Descendants, Educational Resource Information Center ED 120 090, 1975, 212pp.

Wood's article was a detailed study covering the development of a cultural journalism project based on the life of a lady known as Aunt Arie. Detailed data was included on each step of the project. Sections dealt with financing, publication information, staff duties and size, camera use, tape recorder use, interviewing, editing, and other areas. Pictures, charts, and step by step instructions were included in each section.

Sitton, Thad, "The Fire that Lit up Learning," Teacher 96:65-67, March, 1979.

The author listed many of the elementary cultural journalism projects published in the United States. Addresses of each were given, in order for copies to be obtained. A listing of activities for student accomplishment was provided. The list covered short projects which could be completed quickly or long projects which could take up an entire school year.

Mehaffy, George L., and Sitton, Thad, "Oral History Tells its Own Story: The "Loblolly" Project, The Social Studies 68: 231-5, November, 1977.

This article covered a cultural journalism project in Gary, Texas. The newsletter was called "Loblolly". Information on organization, financing, and project undertaking were given. The authors found that typical students, not exceptional ones, worked on the project. The level of excitment for students working on this project was found to be quite high. Students mentioned that they gained through the contacts they had with interviewees. Practical information on completing a cultural journalism project was the main thrust of the article.

Reynolds, Sherrod, "Golden Hindsight, Homespun, Lagniappe, et al," Teacher 96:68-71, March 1979.

Thriving elementary school cultural journalism projects were covered by Reynolds. He stated that students were involved in "real" work, thereby learning more. "The fact that a project is organized is more important than how it is organized," was the claim of Reynolds. He listed school administration support, parent help, money, set meeting times (students have short attention spans in elementary grades, therefore, meetings must be well planned), and use of examples as necessities for a good project. Examples of successful projects were listed.

Interviewing Techniques

Kohl, Herb, "What Was it Like When You Were Young?" Teacher 96:14-20, March, 1979.

This article concentrated on the interviewing portion of an oral history project. Many sample questions were included as a guide for students. Also listed, were questions used in the "Foxfire" project. Kohl listed the how to of interviewing, practice, and some expected results of proper interviewing as topics in this article.

Mazuzan, George T., and Twomey, Gerald, "Oral History in the Classroom," The Social Studies 68:14-19, January, 1977.

This excellent article began with an overview of what oral history is. The authors listed a ten step approach to good interviewing. Included were active listening, rate of speed in questioning, and use of straightforward questions. Two types of projects were focused on. They were local area history and family history. Information was given on project organization and presentation. Flexibility was mentioned as being one of many benefits accured through oral history use.

Dexter, Lewis A., Elite and Specialized Interviewing, Northwestern University Press, Evanston, Illinois, 1970, 205pp.

Dexter's book went into great detail on the interviewing process. He compiled a list of important topics. The establishment of rapport, ideas on who to interview, styles of questions, and the importance of discussion, rather than mere questioning were but a few of the areas covered. Information on using a tape recorder was shared. One point emphasized was that of honesty when dealing with interviewees. A discussion of subjective and objective information was given. Dexter included a working paper on the interviewing process. He closed with a discussion on how to determine whether information received was truthful.

Processing of Information

Martin, Lois, "Oral History - How to Mesh the Process and the Substance in United States History," The Social Studies 63:322-6, December, 1972.

This helpful article dealt with evaluation of information obtained in an oral history project. Martin presented ideas on how to organize information so it is useable. Hints given included interpreting information, editing processes, composition of material, organization, and many other areas. She stated that students will behave more like historians, polish their work, and become more adept at interviewing.

Organization Problems

Workman, Brooke, "Challenges of Oral History," Clearing House 40:380-1, February, 1972.

This short article gave helpful suggestions for dealing with three problems in oral history. First, the author spoke of the need to get the young and old together. Secondly, he talked about discerning the truth in interviews. Thirdly, he dealt with placing the information gathered into a useable form. The author spoke as a teacher, who had used oral history many times.

Rollins, Alfred B., "Twenty Years with Tape: The Voice as History," The Nation 205:518-21, November 20, 1967.

The author spoke of some problems in accomplishing oral history projects. He said that getting people together for an interview could be difficult. He listed some helpful hints on getting people to grant interviews. The problem of time was mentioned. Rollins believed hours could be spent gathering one hour's useable information. Rollins related that careful planning could help save time . Honesty was the last issue dealt with. Rollins claimed that training in the process of oral history was important, if the project were to succeed.

Nelson, Murray, and Singleton, H. Wells, "Using Oral History in the Social Studies Classroom," The Education Digest 42:58-61, September, 1976.

The authors felt that oral history could be a useful tool, aiding students in the social studies program. They felt it should be used alongside the text. One problem they saw was validity of information. They felt that though there were problems, these would not prove to be insurmountable. The authors listed an example of a project and suggestions for its use.

TYPES OF PROJECTS

Newton, Richard F., "Oral History: Using the School as a Historical Institution," Clearing House 48:73-8, October, 1973.

Newton suggested that educators involve their students in an oral history project on their own school. He felt students would become interested in studying history through this project. Steps needed to complete a project were listed. Information on gathering, using, and presentimg data was given. Newton included many interesting and unique ideas for projects.

Sitton, Thad, Public Schools and Public History," The Educational Forum 44:273-83, March, 1980.

Sitton described many projects which students could use. Included were document files, photographic files, artifacts, oral history publications, and others. A listing of schools that used these ideas successfully was included. Sitton stated a number of reasons why oral history projects should be used. A source list of helpful articles was given.

Leach, MacEdward, and Glassie, Henry, A Guide for Collectors of Oral Traditions and Folk Cultural Material in Pennsylvania, Educational Resource Information Center ED 126 543, 1973, 78pp.

This article combined information on gathering data and some examples of data gathered. Sample questions on different areas of life were included. The information covered tales, songs, dances, games, riddles, proverbs, speech, beliefs, and customs of people in Pennsylvania. The guides gave information that would be useful in any locality. An annotated bibliography was included, which would help an educator in accomplishing a project.

Scofield, Nancy, "Keeping Family Memories Alive," American Home 79:54+, December, 1976.

Scofield shared insights gained through completing projects concerning her family. She listed ideas that would add to the oral information. These included use of photo albums, tape recordings, and family records (birth certificates, etc.). She shared ancedotes from her project and listed ideas for overcoming problems she had encountered. Scofield felt using visual items in elementary classrooms would add to the interest of projects.

Filene, Peter, "Oral History on the Road," The Education Digest 40:36-8, March, 1975.

Use of a multi-media presentation of oral history was presented by Filene. The Great Depression was the topic. A play was presented on the topic and it incorporated the use of slides. Any subject could fit this type of presentation. Ideas were presented on how to incorporate the use of multi-media into different projects.

Oral History Clubs

Cepek, Larry, and Teaff, Richard R., "Oral-Visual History as a Time Machine," Lifelong Learning: The Adult Years 1:4-7, November, 1977.

This article presented guidelines for the establishment of an oral history club. It related items dealing with club size, which senior citizens would make good members, the best equipment to use (tape recorders), orientation sessions for students, and ways of utilizing the information gathered. Included were comments by senior citizens who were club members. The authors listed reasons that made oral history clubs a valid alternative to a one on one type of project.

Williams, W.H.A., "They Talk History," Harvest Years 12:32-3, March, 1972.

The main thrust of this article was the organization of an oral history club. Guidelines to aid in establishment of a club were given. The author felt that the common man had the most to share concerning history and their ideas should be heard. Williams included the need to carefully organize as vital to the success of a club. Planning before organization, finding senior citizens willing to participate, and meeting times that benefit all were three suggestions made.

ORAL HISTORY MATERIALS ON VARIOUS SUBJECTS

Shumway, Gary L., Oral History in the United States: A Directory, The Oral History Association, New York, 1971, 120pp.

This book included an alphabetical listing of oral history projects in the United States. Each state listing included major topics, items of special importance (due to the person interviewed or the information), purpose of the project, age of the information, how the information was stored, whether it was available for use, and addresses through which the material could be obtained. A listing of proposed projects was also included.

Mason, Elizabeth B., and Starr, Louis M., ed., The Oral History Collection of Columbia University, Oral History Research Office, New York, 1979, 306pp.

This book contained an alphabetical listing of oral history projects on people, places, and events, held by Columbia University. Most projects dealt with the United States. Each entry included a brief description of the project, any restrictions as to its use, how the information was recorded, time periods of the information, and how to obtain the information. The book contained a preface explaing its use.

Burgess, William V., "Nostalgia in the Bicentennial Year," Today's Education 65:25-6, September, 1976.

This article contained the rememberances of a number of American senior citizens. They spoke about discipline, school, homework, games, and teachers. The information dealt with the same time period as the Little House books and would be relevant and interesting to students today.

The Old West

Schweichart, C., "Stepping Out," McCalls 109:50+, July, 1982.

Schweichart shared an overview of his book Stepping Out. The book contained a series of interviews with residents of nursing homes in Colorado. The topic of the interviews was life in early Colorado. Accounts of immigrants, outlaws such as Belle Starr, marriage customs, farming, foods, indian attacks, and other topics were included. Portions of interviews were included in the article. Information was given on obtaining a copy of the book.

Three Wire Winter, Educational Resource Information Center ED 125 979, 1976, 72pp.

This Foxfire magazine related facets of life in America during the late 19th and early 20th centuries. The article contained many pictures which enhanced the stories . Most stories dealt with life in Colorado. Information on coal mining, teaching, bronc busting, food preparation, and making items needed for everyday life were shared. Also included were poems and recipes by the elderly interviewees.

The Depression

Banks, Ann, First Person America, Alfred A. Knopf, New York, 1980, 287pp.

Over eighty stories gathered by the Federal Writers' Project of the late 1930's were shared in this book. The people interviewed and the questions asked, reflected the spirit of the New Deal era. The stories covered many regions, ethnic groups, economic levels, social groups, and jobs. The people interviewed related the texture of their life as it was touched by crucial experiences. The affects of transportaion advances, medical discoveries, and industrial growth on peoples lives were given. Banks commented at regular intervals on the information.

Terkel, Studs, Hard Times: An Oral History of the Great Depression, Pantheon, New York, 1969, 462pp.

This book gave a moving and indepth look at the depression through the eyes of the common man. It gave a testimony to the spirit of America's people and to our way of life. The book was filled with emotion, which at times was presented through the use of strong language. Lives of people were seen in the day to day battle for survival. The stories, though filled with reminiscences, related the feelings of the people very strongly. The book was not always logical, nor ordered, yet it was an excellent presentation of life during those hard times. Not all of the book was suitable for elementary students. Portions would need editing before use.

Indian Life

Johnson, Broderick H., Navajo Stories of the Long Walk Period, Educational Resource Information Center ED 139 558, Spons Agency, Weatherhead Foundation, New York, 1973, 272pp.

Johnson's article dealt with the history of the Navajo tribe during the time known as the "long walk". Information on tribe life, foods, customs, beliefs, enemies, and more was related. Many of the accounts dealt with the perceptions of the Navajo concerning the trip and reasons for it.

George, Wuzzie, et al., Origin of the Pinenuts and Other Stories from the Walker River Paiute Reservation, Educational Resource Information Center ED 190 323, September, 1979, 22pp.

Wuzzie and other indians shared stories from the oral history traditions of the tribe. The stories dealt with the universal flood, how the seasons came about, how trout got in Summit Lake, and how pinenuts came to the Paiute reservation. The stories were meant to be read orally. All the stories except one contained illustrations. Students were expected to illustrate the one without pictures. A glossary of terms used by the Paiutes was given. This book was intended for use at the elementary level.

Banai, Edward Benton, A History-Coloring Book of the Ojibway Indians, Book Number 1: The Ojibway Creation Story. A Mishomis Book, Indian Country Press, St. Paul, Minnesota, 1975, 20pp.

This was one in a series of three coloring books for elementary students, which related the history of the world and man according to the Ojibway Indians. The book contained a double text, with English translations given below Ojibway words. A glossary of Ojibway words was given. Student activity sheets were included, which would involve the students in the story. An address was listed through which the series could be obtained. The address listed was Indian Country Press, 560 Van Buren, St. Paul, Minnesota, 55103. (The next two books dealt with man and his relatioinships to the world, nature, and other men.)

Ethnic Groups

Rune, Ann, Oral History Index: Washington State Oral/Aural History Program, 1974-1977, (and) Oral History Micrfiche Set, Washinton State Department of General Administrations, Olympia, Washington, October, 1977, 329pp.

Rune compiled a list of hundreds of projects concerning residents of Washington, who were born between 1890 and 1910. The information covered areas such as logging, mining, fishing, and farming. Ethnic groups covered included Blacks, Filipinos, Danish, Swedish, Japenese, Germans, and more. Information was given on how to obtain the booklet. The address listed was State Archivist, Washington State Archives - Department of General Administration, 218 General Administration Building, Olympia, Washington, 98504. The quoted price was four ($4) dollars.

Hayden, Robert C., A Dialouge With the Past: Oral History Accounts of Boston's Ethnic Neighborhoods and People, Educational Resource Information Center ED 195 451, 1979, 53pp.

This article related interviews with ethnic people from Boston. Groups included were Jews, Irish, Chinese, Blacks, and Italians. Each section contained information on everyday life, politics, immigration, religion, employment, and education. The interviews covered the time period from the late 1800's, up to the present day.

Schroder, A. E., The Immigrant Experience: Oral History and Folklore Among Missourians from German and German-Speaking Groups, Educational Resource Information Center ED 127 836, 1976, 34pp.

Immigrant experiences in this country were related. A brief history of German people in Missouri was given. Included were sections on folklore, customs, travel, family life, religious activities, and relationships with American citizens. A bibliography of other projects relating to German people in Missouri was given.

Hunsaker, Alan, Tiempos Pasados (Past Times): Grass Roots Oral History, Aztlan Community Services Incorporated, Ontario, California, 1979, 41pp.

Hunsaker gathered together interviews with eleven Hispanics. They came from the San Bernidino area of California. The interviews contained information on Hispanic life from the 1930's until the late 1950's. The backgrounds of the eleven varied from migrant worker to college professor. Included in this article were learning center activities for students. The address listed through which a copy of the article could be obtained was Aztlan Community Services Incorporated, 718 E. Maitland St., Ontario, California, 91761. The listed price for a single copy was five ($5) dollars.

Montell, William L., The Saga of Coe Ridge: A Study in Oral History, The University of Tennessee Press, Knoxville, Tennessee, 1970, 231pp.

This book dealt with the life of a tiny negro community in the Cumberland Mountains of Kentucky. The information contained was not based directly on oral history, but rather on oral tradition transmitted through song, diaries, and folklore. The author began this book with a detailed discussion of the validity of these forms of history. Montell related the feelings of the residents concerning events which shaped their lives and the life of their community. A section relating records, maps, and writings about Coe Ridge was included. The main portion of the book looked at the lives of Coe Ridge's people from the founding of the city in 1642 up through 1967. Residents' accounts shared insights on historic events such as the Revolutionary War, The Civil War, slavery, the Great Depression, integration, and many more. A geneological chart of Coe Ridge residents was included, though no dates were given.

Soghikian, Juanita W., My Origins: Discovering and Recording Family History, Armenian Relief Society Incorporated, Boston, Massachusetts, 1976, 36pp.

This article contained lesson plans, teacher's guide, and student work sheets needed to assist students in completing an oral history project about their family. This booklet was one in a series of seven that dealt with Armenian Americans. The address listed through which a copy could be obtained was Armenian Relief Society Incorporated, 212 Stuart St., Boston, Massachusetts, 02116. The listed price for one copy was one ($1) dollar.

BEGINNINGS OF ORAL HISTORY

Nevins, Allen, "Oral History: How and Why it was Born," Wilson Library Journal 40:599-602, March, 1966.

Nevins related the beginnings of oral history use. He listed the names of the people connected with its birth and early growth. Overviews of the projects they completed were included. Nevins shared the reasons for the formulation of the early projects.

SUMMARY

Educators such as Mehaffy, Sitton, Ede, Machart, and others have asserted that use of oral history has been a means by which students could experience growth in cognitive - affective realms. Therefore, in their view, oral history should be used in many subject areas to assist students in learning. Educators have attributed to students using oral history, growth in such areas as word useage skills, writing, editing, creative thought, interviewing, organizing, and a host of others . Educators also have related positive changes in attitudes by their students.

Research has shown that in the cognitive realm, attitude has had a direct relationship to growth. Also related has been growth in the cognitive realm which has come about through the use of activity - based and inquiry - centered education. Bennett has shown that more positive growth occurs when teaching style is indirect rather than direct. Oral history projects have utilized indirect teaching more than direct and would appear to show positive growth. Lawerence and Lehman have related research conducted at a veterans' hospital, which showed positive relationships for interviewers in behavior, outlook, and class attendance. Also generated, was a positive and warm rapport between interviewer and interviewee. Krathwohl et al. have found in research that students experienced significant growth in the cognitive realm, when objectives of learning are clearly stated.

Large numbers of articles and books have dealt with the organizational aspect of oral history. Neuenschwander and Thompson both wrote detailed books which dealt with all aspects of oral history

projects. Pamphlets by Handfield and Douglas have shared (in shortened form) the basics for organization. Henry, Olson, Davis, and others have written organizational helps included as portions of short magazine articles. Most materials which have dealt with organization have contained helpful guides.

Cultural journalism (papers, pamphlets, or magazines dealing with oral history) has been discussed by Wood, Sitton, Mehaffy, and Reynolds. They have related special benefits which they perceived coming through the use of this unusual form of oral history. They have also covered in great detail the special organizational concerns of cultural journalism. Reynolds related the importance of organization taking precedence over format.

Included in the organizational material has been information relating to the interview process. Sample questions have been shared by Khol, Mazuzan, and Dexter. They have mentioned the need for practice, clear questions, and an ability to engage in conversation, rather than merely asking questions as important aspects of interviewing. Martin has dealt with the processing of information received in interviews. Information on editing has been shared.

Workman, Rollins, and Nelson have looked at problems related to gathering and using data from oral history projects. They have listed problems such as validity of data, time, placing information in a useable form, and obtaining interviews. None of the listed problems has been seen as being insurmountable. The key to success that all have related was organizational care.

Many articles on types of projects have been overviewed. A wide gamut of ideas has been presented. They have ranged from plays to use

of multi-media, from photo-displays to actual artifacts, and from open houses to magazines. One original idea which had been mentioned by Cepak, Teaff, and Williams concerned the formation of oral history clubs which would meet on an ongoing basis. Those clubs would consist of elementary students and residents of senior citizen homes. The purpose of the clubs would be to gather information on the lives of elder members.

Two outstanding compilations of oral history projects have been presented in the section dealing with materials on various subjects. Shumway's included hundreds of projects covering a wide time frame about different aspects of life in America . Mason and Starr catalouged the oral history holdings of Columbia University. Both have provided many resources which educators could call upon to aid in the presentation of various aspects of American History. Certain topic areas have been dealt with individually. Those were the old west, the Great Depression, indian life, and ethnic groups. Dealt with in each area have been a multitude of topics . Many of the articles have contained teacher's guides, learning center projects, and student handouts.

An article by Nevins has covered the beginnings of oral history. He has shared the names of the first users of oral history and the topics of their projects. Nevins also has included the reasoning behind the formulation of this type of history gathering technique.

CONCLUSIONS

At the elementary level the key issue in the use of oral history is whether the attributed gains stated by the educators can be verified as being real gains. The growth attributed in cognitive - affective realms, if real, would signify a need for greater use of oral history by educators. If the attributed growth can not be substantiated, then educators must seriously look at discontinuing use of oral history.

The three studies cited in this paper tend to support the fact that attributed growth is real growth. The study done at the veterans' hospital showed that when compared to students using other means of interviewing, students using oral history techniques had positive correlations in regard to attitude, outlook, and class attendance. It is possible to draw a cross - age correlation regarding these attributes. The research concretely showed that the senior citizens felt a warmer relationship to those students making use of oral history techniques. This positive feeling could also be developed between elementary students and interviewed senior citizens. Programs throughout America have shown that warm relationships can be developed between children and senior citizens. Programs such as "Adopt a Grandparent" and nursing home visitation are found nationwide. Bennett determined that indirect teaching methods were more apt to show growth in the cognitive realm. By definition, oral history projects utilize indirect teaching methods. In research done on activity - based and inquiry - centered science programs Rowe showed that considerable gains were made in knowledge and language skills. These are the same areas in which student growth is claimed by educators utilizing oral history. Oral history projects definitely fit into the category labeled activity

- based and inquiry - centered; therefore, the gains found by Rowe should transfer to oral history use.

Plainly and frequently, it was stated throughout the research that to have an oral history program be effective, it must be well organized. The consensus of educators was that care must be taken in the organization of a project. Many different formats were given. None was listed as an absolute that was to be followed to the letter. Rather, much leeway was allowed in the way projects were organized. Many articles devoted vast amounts of time to organizational procedures. Educators included guides for teachers and students. These guides were offered as useable helps. Sample projects were presented so that problem areas could be dealt with before a project was undertaken. In three articles, the authors devoted most of their time to problems which might occur and ways to solve these problems. If students are to receive the benefits which educators see coming with oral history use, it is important that great care be placed in the initial planning of projects by the classroom teacher. Without this careful planning the students may suffer rather than benefit. Krathwohl related that cognitive gains could be expected if objectives were clearly stated. One aspect of organization would be the clear statement of objectives. The cognitive gains related by Krathwohl could then be expected.

Oral history can be an effective means of enhancing cognitive - affective growth in elementary students. When projects are organized carefully growth should be seen. Relationships between research in other areas and student growth can be made.

RECOMMENDATIONS

It is recommended that:

1. Research be done in elementary schools using oral history projects to determine if attributed growth is real growth.
2. Until the research is completed educators continue to use oral history techniques to enhance education.
3. That educators in general be made aware of the possibilities for growth that are presented by oral history use.
4. That organizational formats for oral history projects and other information on accomplishing projects be incorporated as a portion of college education courses.
5. That more be done to make already existing projects known and available to educators.

BIBLIOGRAPHY

Allen, Rodney F., and Meyer, John R., Beyond Collecting Information: Oral History as Social Education, Educational Resource Information Center ED 162 930, November, 1978, 24pp . (2)

Arceneaux, Tom E., "Learning and Lagniappe in Louisiana," Childhood Education 54:238-41, March, 1978.

Banai, Edward Benton, A History-Coloring Book of the Ojibway Indians, Book Number 1: The Ojibway Creation Story. A Mishomis Book, Indian Country Press, St. Paul, Minnesota, 1975, 20pp.

Banks, Ann, First Person America, Alfred A. Knopf, New York, 1980, 287pp.

Bennett, Neville, Teaching Style and Pupil Progress, Harvard University Press, Cambridge, Massachusetts, 1976, 201pp. (3)

Burgess, William V., "Nostalgia in the Bicentennial Year," Today's Education 65:25-6, September, 1976.

Cepek, Larry, and Teaff, Richard R., "Oral-Visual History as Time Machine," Lifelong Learning: The Adult Years 1:4-7, November, 11, 1977. (4,30).

Colman, Gould P., ed., The Third National Colloquium on Oral History, The Oral History Association Incorporated, New York, 1969, 185pp.

The Fourth National Colloquium on Oral History, The Oral History Association Incorporated, New York, 1970, 228pp.

Cooper, Lee B., "Oral History, Popular Music, and LesCann," The Social Studies 67:115-18, May, 1976.

Cottle, Thomas J., "Nobody's Special When They're Poor," Yale Review 66:388-98, Spring, 1977.

Davis, Cullom, and others, Oral History: From Tape to Type, American Library Association, Chicago, Illinois, 1977, 141pp. (4,29)

Dexter, Lewis A., Elite and Specialized Interviewing, Northwestern University Press, Evanston, Illinois, 1970, 205pp. (30)

Douglass, Enid H., Oral History: Evaluation Guidelines, Oral History Association Incorporated, Lansing, Michigan, 1980, 14pp. (29)

Dunn, D.H., "Preserve Your Family's History on Tape," Business Week page 114, August 17, 1981.

Ede, Lisa S., "Oral History: One Way Out of the Slough of Despond," College Composition and Communication 28:380-2, December, 1977. (1,29)

Eighth Grade Class of Sayer Junior High School, Recovering the Afro-American Historical Heritage of Philadelphia: Oral History Accounts, Educational Resource Information Center ED 201 539, 1980, 60pp.

Farrell, Edmund J., Oral Histories as Living Literature, Educational Resource Information Center ED 196 013, November, 1980, 12pp.

Filene, Peter, "Oral History on the Road," The Education Digest 40:36-8, March, 1975.

George, Wuzzie, and others, Origin of the Pinenuts and Other Stories from the Walker River Paiute Reservation, Educational Resource Information Center ED 190 323, September, 1979, 22pp.

Grele, Ronald J., and Grele, Gaile A., Oral History: An Annotated Bibliography, Educational Resource Information Center ED 102 618, 1974, 17pp.

Handfield, Jerry, ed., "History on Tape: A Guide for Oral History in Indiana," Indiana Historical Bureau, Indianapolis, Indiana, 1978, 12pp. (4,29)

Harris, James E., "Speaking of Oral History: Oral History in the Classroom," Learning 7:72-4, October, 1978.

Harris, Ramon I., and others, The Practice of Oral History, Microfilming Corporation of America, Glen Rock, New Jersey, 1975.

Hayden, Robert C., A Dialouge with the Past: Oral History Accounts of Boston's Ethnic Neighborhoods and People, Educational Resource Information Center ED 195 451, 1979, 53pp.

Henry, Raquel, "Oral History: A Strategy," Senior Scholastic Magazine 113:9 page 25, January 9, 1981. (29)

Hirsch, Ruth, and Lewinger, Miriam, "Oral History: The Family is the Curriculum," Teacher 93:60-2, November, 1975. (2)

Hoopes, James, Oral History: An Introduction for Students, The University of North Carolina Press, Chapel Hill, North Carolina, 1979, 155pp.

Hoopes, Roy, "Taped Talk: Tomorrow's Source Materials," High Fidelity 27:61-5, August, 1977.

Hunsaker, Alan, Tiempos Pasados (Past Times): Grass Roots Oral History, Aztlan Community Services Incorporated, Ontario, California, August, 1979, 41pp.

Johnson, Broderick H., Navajo Stories of the Long Walk Period, Educational Resource Information Center ED 139 558, Spons Agency, Weatherhead Foundation, New York, 1973, 272pp.

Kempton, Murray, "Murrow's Legatees," High Fidelity 21:63-4, May, 1971.

Keppler, Herbert, "How to Create an Oral History of Your Family," High Fidelity 22:45-9, August, 1972.

Kohl, Herb, "What Was it Like When You Were Young?" Teacher 96:14-20, March, 1979. (30)

Krathwohl, and others, Taxonomy of Educational Objectives, David Mckay Company, New York, 1964, 196pp. (3)

Lawerence, Janet H., and Lehman, Esther, Oral History as a Motivating Factor Among Adult Learners, Educational Resource Information Center ED 170 536, 1979, 19pp. (3)

Leach, MacEdward, and Glassie, Henry, A Guide for Collectors of Oral Traditions and Folk Cultural Material in Pennsylvania, Educational Resource Information Center ED 126 543, 1973, 78pp. (4)

Lehane, Stephen, and Goldman, Richard, "Oral History: Research and Teaching Tool for Educators," Elementary School Journal 77:173-81, January, 1977.

Machart, Norman C., "Doing Oral History in the Elementary Grades," Social Education 43:479-80, October, 1979. (2)

Martin, Lois, "Oral History - How to Mesh the Process and the Substance in United States History," The Social Studies 63:322-6, December, 1972. (30)

Mason, Elizabeth B., and Starr, Louis M., ed., The Oral History Collection of Columbia University, Oral History Research Office, New York, 1979, 306pp. (31)

Mazuzan, George T., and Twomey, Gerald, "Oral History in the Classroom," The Social Studies 68:14-19, January, 1977. (30)

Mclauglin, M., "Putting the Past on Tape," McCalls 102:38, August, 1975.

Meckler, Alan M., and McMullin, Ruth, ed., Oral History Collections, R.R.Bowker Company, New York, 1975, 344pp.

Mehaffy, George, and Sitton, Thad, "Oral History: A Strategy that Works," Social Education 41:378-81, May, 1977. (1,2,30)

"Oral History Tells its Own Story: The "Loblolly" Project," The Social Studies 68:231-5, November, 1977.

Montell, William L., The Saga of Coe Ridge: A Study in Oral History, The University of Tennessee Press, Knoxville, Tennessee, 1970, 231pp.

Morrissey, Charles T., "Oral History as a Classroom Tool," Social Education 32:546-9, October, 1968.

Myerhoff, Barbara, "Telling One's Own Story," Center Magazine 13:22-40, March, 1980.

Nelson, Murray, and Singleton, H. Wells, "Using Oral History in the Social Studies Classroom," The Education Digest 42:58-61, September, 1976. (30)

Neuenschwander, John A., Oral History as a Teaching Approach, National Education Association, Washington, D.C., 1976, 46pp. (29)

Nevins, Allen, "Oral History: How and Why it was Born," Wilson Library Journal 40:599-602, March, 1966. (31)

Newton, Richard F., "Oral History: Using the Schools as a Historical Institution," Clearing House 48:73-8, October, 1973. (4)

Olch, Peter D., and Pogue, Forrest C., ed., Selections from the Fifth and Sixth National Colloquia on Oral History, The Oral History Association Incorporated, New York, 1972, 110pp.

Olson, Mary, and Hatcher, Barbara A., "Cultural Journalism: A Bridge to the Past," Education Digest 47:46-8, May, 1982. (29)

Oral History: What? Why? How? Guidelines for Oral History, Educational Resource Information Center ED 117 014, 1975, 42pp.

Resnik, Henry S., "When America was Singing 'Buddy Can You Spare a Dime'," Saturday Review 53:27-30, April 18, 1970.

Reynolds, Sherrod, "Golden Hindsight, Homespun, Lagniappe, and others," Teacher 96:68-71, March, 1979. (4,30)

Rollins, Alfred B., "Twenty Years with Tape: The Voice as History," The Nation 205:518-21, November 20, 1967. (30)

Rowe, Mary Budd, "Help is Denied to those in Need," Science and Children 12:23-5, March, 1975. (3,32)

Rune, Ann, Oral History Index: Washington State Oral/Aural History Program, 1974-1977 (and) Oral Microfiche Set, Washington State Department of Central Administration, Olympia, Washington, October, 1977, 329pp.

Safier, Gwendolyn, "Voices of Our Time: Oral Histories Correct the Record," Human Behavior 7:51, May, 1978. (1)

Schroder, A.E., The Immigrant Experience: Oral History and Folklore Among Missourians from German and German-Speaking Groups, Educational Resource Information Center ED 127 836, 1976, 34pp.

Schweichart, C., "Stepping Out," McCalls 109:50+, July, 1982.

Scofield, Nancy, "Keep Family Memories Alive," American Home 79:54+, December, 1976. (4)

Shockley, Ann Allen, "Oral History: A Research Tool for Black History," Negro Historical Bulletin 41:787-9, January, 1978.

Shores, Louis, "The Dimensions of Oral History," The Library Journal 92:979-83, March 1, 1967.

Shumway, Gary L., Oral History in the United States: A Directory, The Oral History Association Incorporated, New York, 1971, 120pp. (31)

Sitton, Thad, "The Fire that Lit Up Learning," Teacher 96:65-7, March, 1979. (30)

"Public Schools and Public History," The Educational Forum 44:273-83, March, 1980. (4)

Soghikian, Juanita W., My Origins: Discovering and Recording Family History, Armenian Relief Society Incorporated, Boston, Massachusetts, 1976, 36pp.

Susskind, Jacob L., "Oral History: A New Name for an Old Way of Learning," Clearing House 52:179-80, December, 1978.

Terkel, Studs, Hard Times: An Oral History of the Great Depression, Pantheon, New York, 1970, 462pp. (4)

Thompson, Paul, The Voice of the Past: Oral History, Oxford University Press, New York, 1978, 257pp. (4,29)

Three Wire Winter, Educational Resource Information Center ED 125 979, 1976, 72pp.

Wigginton, Eliot, Moments: The Foxfire Experience, Institutional and Developmental Economic Affairs Service, Washington, D.C., 1975, 144pp. (1)

Williams, W.H.A., "They Talk History," Harvest Years 12:32-3, March, 1972. (30)

Wood, Pamela, You and Aunt Arye: A Guide to Cultural Journalism Based on "Foxfire" and its Descendants, Educational Resource Information Center ED 120 090, 1975, 212pp. (4,30)

Workman, Brooke, "Challenges of Oral History," Clearing House 40:380-1, February, 1972. (30)

Yazzie, Ethelou, Navajo Wisdom and Traditions, Educational Resource Information Center ED 124 366, November 27, 1975, 34pp.